Training for Instructors
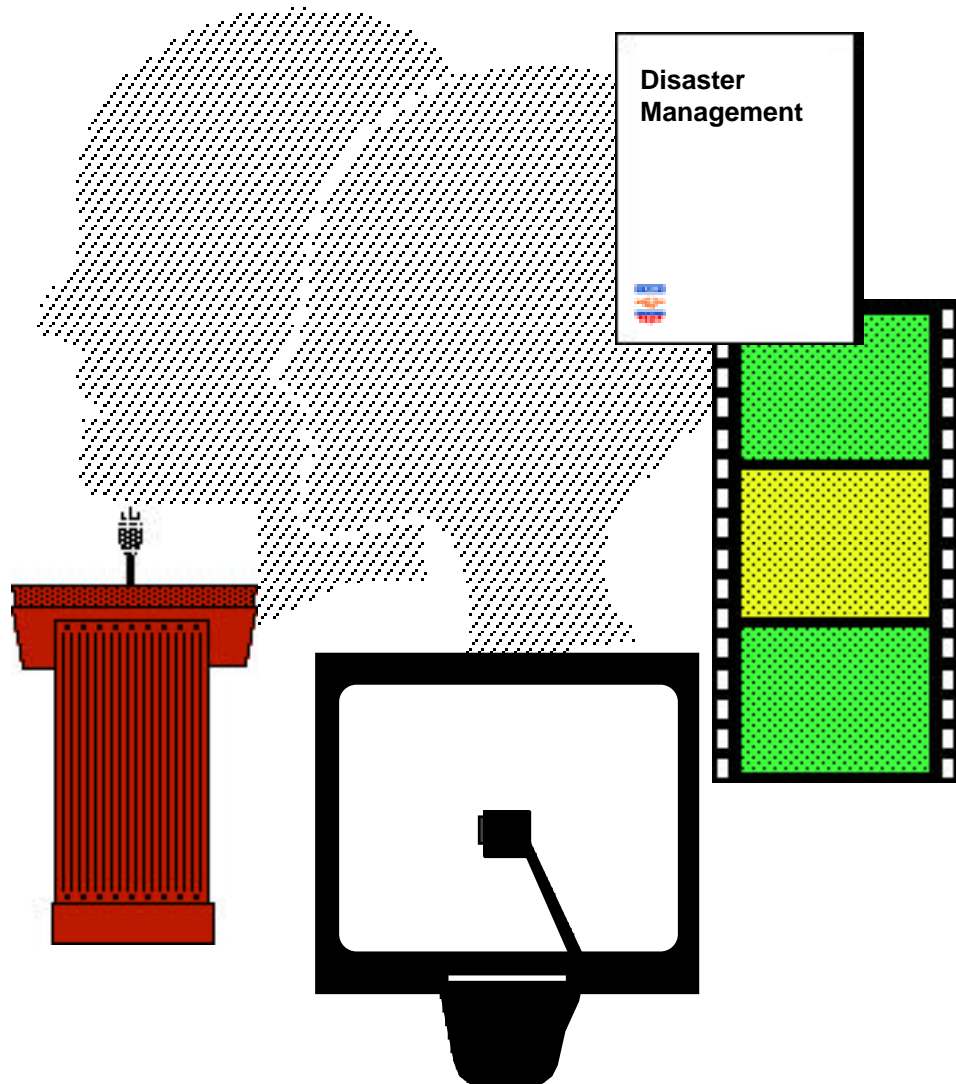
Pre-Work

Disaster Management

To: Course Participants

Welcome to the Training for Instructors Course. We are sure that this will be one of the best training courses you will attend. On the next pages are the course prework materials:

- An introduction to the course.
- The Course Purpose, Performance Objectives, Instructional Objectives and Agenda for the week.
- Study materials on Objectives, and Informing, Persuading and Instructing.
- Information about the presentations you will make.
- A **questionnaire** to assist us in meeting your expectations for the course.

Read the study materials, answer the questions, and bring them with you to the course.

During the course you will make three presentations. The prework package contains specific information regarding these presentations. Be sure to read it carefully and come prepared.

This course requires your full attention and attendance during the entire week. Please make arrangements to leave your job at the office and be prepared to work evenings, since you will need time to prepare for your presentations.

1. The course will be held at the Skylodge Hotel, in **Nadi, Fiji** begining on **3 December** and ending on **7 December 2001** A course agenda is included with this pre-work.

2. The following expenses will be covered by **The Asia Foundation**.
   Transportation and lodging
   Meals: Lunch and morning and afternoon tea Monday through Friday
   Per diem: To cover other meals and incidentals during the course week.

3. Each participant will be personally responsible for paying for the following:
   Phone calls, beverages and laundry

4. Participants who fly into Nadi will be transported to the hotel by **the Skylodge Hotel** minivan.

5. The facility address is:
   Name: Skylodge Hotel
   Address: PO Box 9222, Nadi, Fiji
   Phone: (679) 722200
   FAX: (679) 724330

6. Alternate contact numbers in case of emergencies are:
   Phone: (679) 387-101/382-955
   Mobile: (679) 922-955
   FAX: (679) 382-722

Kathryn Hawley
Course Co-ordinator
The Asia Foundation

AGENDA

DAY 1

0800-1000	**Unit 1**-Introduction
1000-1030	Refreshments
1030-1130	**Unit 2**-Informing and Instructing
1130-1200	**Unit3**-Communication and Platform Skills
1200-1300	Lunch
1300-1500	Communication and Platform Skills
1500-1530	Refreshments
1530-	Critique and project work assignment.

DAY 3

0800-1100	Individual presentations
1100-1200	**Unit 7**-Methods of Instruction
1200-1300	Lunch
1300-1500	**Unit 8**-Audio/Visual Equipment
1500-1530	Refreshments
1530-1600	Continuation of Audio/Visual Equipment
1600	Critique and project work assignment.

DAY 2

0800-1000	Individual presentations
1000-1030	Refreshments
1030-1200	**Unit 4**-Purpose and Objectives
1200-1300	Lunch
1300-1430	**Unit 5**-Planning a Lesson
1430-1500	**Unit 6**-Communicative Visuals
1500-1530	Refreshments
1530-1600	**Unit 6**-Communicative Visuals
1600	Critique and project work assignment

DAY 4

0800-0900	**Unit 9**-Facilities and course co-ordination
0900-1000	**Unit 10**-Classroom Management
1000-1030	Refreshments
1030-1200	**Unit 11**-Testing and Evaluation
1200-1300	Lunch
1300-1400	**Group Meetings**
1400-1430	**General Review**
1430-1500	Critique and project work period
1500-1530	Refreshments
1530	Project work period

DAY 5

0800-1000	Project work period
1000-1030	Refreshments
1030-1200	Project work period
1200-1300	Lunch
1300-1630	Group presentations
1630-1700	Wrap-up and Closing

INTRODUCTION TO TRAINING FOR INSTRUCTORS

The management of disasters, and the related programmes, combines an important number of activities that have distinct levels of knowledge and skill. The performance of these activities requires the same levels of training as those persons dedicated to other disciplines of human endeavour.

Efforts are under way to develop a system of courses and activities to train disaster programme managers. To achieve satisfactory results with this effort, a foundation of training support must be laid.

This course, Training For Instructors (TFI), is the cornerstone for a training support programme.

Adults acquire a large quantity of experience, beliefs, skills and knowledge, that condition attitudes and are core for their behaviour. It is common that we will not simply and fully accept a new concept without the proof of its existence and if possible having participated in its "discovery," and associating it to our ideas and reasoning.

Another aspect to consider is that the needs and predisposition of adults are very different from those of children and adolescents. Therefore, the approaches to adult training must be distinct and different.

Traditional methods in which the instructor or the professor provides information to the point of saturation, followed by a test or exam where surprises are abundant; questions about knowledge of little importance to the objectives; and trick questions intended to trap the student; are not successful.

In the area of disaster management, people have limited time, and need knowledge and skills that will be used almost immediately. A carefully designed methodology is required to consolidate self-learned skills and knowledge already acquired by these individuals with new knowledge and skills.

Training causes a change in behaviour and must be carried out in a professional and expert manner.

Many individuals already working in disaster management have valuable knowledge and skills related to similar activities. They can contribute to the training of their work groups, and many are probably already engaged in this activity. Are they able to perform successfully as trainers?

More importantly:
- **Are the behavioural changes required of trainees defined?**
- **Are the desired behavioural changes achieved?**

These questions require satisfactory answers that eliminate all doubt about desired outcomes. The cost in time and money to conduct training is too great to fail.

The purpose of the TFI course is to provide the participants with a training methodology and specific personal skills that will assist them in improving their knowledge and skills to develop, present and manage effective training programmes.

The next page contains the specific Performance and Instructional Objectives established for the Training For Instructors course.

PURPOSE

To train individuals to perform the tasks necessary to be an effective instructor of OFDA training courses.

PERFORMANCE OBJECTIVES

Objective 1.

Actions Develop objectives, a lesson plan and visual aids for a training presentation that includes student interaction. Use the lesson plan, visual aids and the necessary visual aid equipment to give the training presentation.

Conditions A classroom environment suitable for conducting training, a group of trainee instructors who will function as trainees for the purposes of trainee presentations, the necessary visual aid equipment (i.e.; OH projector, slide projector and/or flipchart and easel), and the necessary materials to prepare visual aids.

Standards Presentation will contain at least one training objective, one visual aid, interaction with at least 2 participants and a means of evaluation. Objective, visual aid and presentation will meet minimum standards established by the course. Presentation, will be to the standards established by the course, within time limits and without a last minute rush to finish.

Objective 2.

Actions Participate with a group of other students in the presentation of a lesson of training. Each group will develop objectives, lesson plans, visual aids, handouts and testing. Each group will coordinate its presentation to provide continuity and a smooth flow of training.

Conditions A classroom environment suitable for conducting training, a group of trainee instructors who will function as trainees for the purposes of training presentations, the necessary visual aid equipment (i.e.; OH projector, slide projector and/or flipchart and easel), and the necessary materials to prepare visual aids.

Standards Each presentation will contain at least one training objective, one visual aid, interaction with at least 2 participants and a means of evaluation. Objective, visual aid and presentation will meet minimum standards established by the course. Presentation will be within time limits, coordinated to provide a smooth flow of training and without a last minute rush to finish. Students will be evaluated for effectiveness of the training.

INSTRUCTIONAL OBJECTIVES

Upon completion of this course, the participant will be able to :

- write performance and instructional objectives
- prepare lesson plans
- prepare and use audio-visual aids
- operate audio-visual equipment
- use various methods of instructional communication
- make presentations as an individual and as a member of a team
- manage a classroom learning environment
- test participants for training effectiveness

   according to the standards established by the course.

At the end of the course, participants attending all sessions of the course and meeting the minimum standard established by the course will be awarded a certificate of completion.

OBJECTIVES

Objectives express the outcome that is desired from training. They answer "Where am I going?" In training, they describe the predetermined behaviour that the participant should learn and demonstrate at the end of training. The Performance and Instructional Objectives for the TFI course on the previous page tell you exactly what is expected of you at the end of this course and the instruction that will help you get there.

If training does not achieve a change in behaviour, it is not effective. In the field of training, behaviour is defined as any observable activity demonstrated by the participant. Resultant behaviour is that which we wish the participant to demonstrate at the end of the lesson, unit or course. Through this final behaviour, the participant demonstrates the knowledge or skills acquired.

Also in an objective, we include details on quantity, quality and time, all components that define the standard or norm. The norm is the level or standard of performance used to evaluate the final behaviour of the participant. The accepted level of standard is the performance that indicates the behaviour described in the objective has been achieved.

An objective has the following components:
- a description of the resultant behaviour desired (action);
- a description of the physical and social setting in which the action is demonstrated (condition);
- An acceptable level of performance (standard or norm).

Objectives are important because they indicate:
- to the participant:
  • What he/she must be able to do, know, learn, or manage
  • What he/she is expected to be able to do at the end of the training.
  • Important information to manage his or her learning progress.

- to the instructor:
  • What the participants will be expecting to learn from the training.
  • Information that will guide the choice of methods, techniques and tools to achieve the objectives.

Objectives are useful in training, when they are well thought out and well written. It is imperative that the instructor be very clear as to what new knowledge or skill the participant must obtain, under what conditions, and to what level or standard. When writing objectives, one should use verbs that cannot have different interpretations and they must indicate exactly what is to be achieved. A well thought out and written objective is the one that transmits to the reader the exact intention of the training.

It is common to see objectives formulated in education as follows: "Know the poetic works of ...." or "understand role playing as a training method", or "be aware of the dangers of gases produced during a fire." None of these examples allow us to observe what the participant must do to indicate learning or change of behaviour has occurred.
A better way could be:
  "*Indicate* in a list of authors the ones belonging to ....";
  "*Describe* the characteristics that make role playing a useful training method."
  "*Name* three of the principle gases produced by a fire and describe their consequences when inhaled."

When the actions of the objectives are expressed or stated in this manner, the instructor, the participant and the evaluator have the same idea of what the participant must be able to do to demonstrate that the objective has been achieved.

Gerlach and Sullivan in their publication indicate that six basic verbs used in training include the majority of the actions that can be executed in the cognitive area: *indicate* (or mark, point out, select); *name* (or list); *describe* (or explain, define, indicate what is happening); *assemble* (or design, make, prepare); *organise* (or classify, sequence) and *demonstrate* (or do to show how it is done).

In the area of **manual skills** it is less likely that verbs can be misinterpreted. There are many verbs that can be used to indicate these actions. As examples, we can mention: *construct, assemble, adjust, draw, paint, extinguish, rescue*.

Evaluation and Testing

Objectives are directly related to evaluation or testing. The objective states the observable action, the conditions within which the action will take place and the acceptable level of standard. Testing means comparing the performance of the participant against the predetermined standard. This is done by testing or evaluation and making a judgement based on that comparison.

In other words, in the objectives, we can find all the elements necessary to prepare a test which directly evaluates the participants final behaviour (performance).

Once the objectives are written and the test prepared, the instructor is able to select the method to be used. In training, method is the total of the steps oriented toward the achievement of the objectives, within the teaching-learning process.

In TFI, **interaction** is emphasised to achieve the objectives of this course as well as the disaster management courses. It is best adapted to adult learning since it provides active involvement and continuous feedback.

The next page is a comparison of traditional information presentations and interactive instruction. Objectives and methods of instruction are covered in much greater detail in the TFI course.

For additional information on objectives:

Mager, Robert F. Preparing Instructional Objectives. Second edition. Belmont, CA: Lake Publishing Co., 1984

Definitions

Informing

Providing facts and opinions only.

Persuading

Facts and opinions provided for the purpose of changing attitudes or encouraging actions to be taken.

Training

A learning experience designed to insure participants are able to achieve predetermined performance requirements and objectives.

Words that mean the same as...

Inform	Persuade	Train
Brief	Convince	Develop
Disclose	Sensitise	Instruct
Tell	Make aware of	Teach
Advise	Influence	Coach
Explain	Win over	Mentor/Role model
Impart	Induce	Educate

Some Examples

We have a new computer system and data base.	We need to acquire some equipment to support our computer system.	Upon completion of this training, the operators of the new computer system will be able to operate the computers.
A new National Disaster Management Plan has been approved.	As a part of the new National Disaster Plan, your District committee should prepare a District plan.	Upon completion of this training, Committee members will be able to prepare a plan.
The Red Cross will be offering a course in CPR.	Learning CPR will give you the skills to save lives	Demonstrate how to clear the airway and ventilate the lungs.

Informing	Persuading	Training
	Comparison	
Learning and change unpredictable.	Learning unpredictable Change predictable.	Assures learning and change occurs.
Short term.	Short to long term.	Long lasting.
No accountability.	No accountability.	Learner and Instructor accountable.
Receiver free to select.	Receiver free to select.	Prescribed selection.
Uncertain results.	Desired outcomes (actions) may be determined.	Produces measurable results.
One-way communication.	Two-way communication.	Two-way communication.
Presentation has a purpose. No performance defined.	Presentation has a purpose. Action or change defined.	Learning and activities are performance oriented based on performance and instructional objectives.
	Delivery	
Presenter lectures, in-person or by electronic means such as video or computer, or by written report.	Presenter usually provides information in person with supporting materials and written reports.	Information is provided to learner by an instructor, electronic media or written materials.
Receiver listens or reads.	Receiver listens, reads and interacts with presenter.	Learner interacts with instructor or materials.
No testing is conducted. Feedback limited to questions of presenter if presenter is "live".	No testing is conducted. Presenter leads discussion for feedback and to reinforce information and clarify.	Learner is tested frequently for learning and feedback is provided.

When we just want to give people some facts or opinions--we **inform** them.

If we want to cause people to change their attitude or take action--we **persuade** them.

When someone needs to be able to perform tasks--we **train** them.

A copy of the evaluator comment sheets for each of the presentations is provided in the following pages. These will be reviewed by the instructor during the first unit of the course. These evaluator sheets are the sole instrument used for evaluation by the instructor(s) during the presentations.

Below is a list of some topics that have been previously presented by attendees of this course. It may give you some ideas for your presentations.If your have an idea for a topic you may want to present for either of your individual presentations or a topic to submit to your group for the group presentation, you may want to bring with you some reference material and/or visual aids on that topic to the course.

HOBBIES
Flying an airplane
Kite Making
Sewing
Woodworking
Ceramics
Collections; i.e., stamps, shells, thimbles, etc.
Knot Tying
Flower Arranging
Photography
Sports: hiking, running, diving
Travel/visiting
Cooking

WORK RELATED
Computers
Completing Forms
Photography
Planning
Meterorolgy
Job searching
Farming/harvesting a crop
Emergency Response
Family Planning

MISCELLANEOUS
Dancing
Survival
CPR/First Aid
Makeup
Clothing Styles
Shop keeping
Bus ride
Teaching a language
Describing one's country

The key is to select a topic or a portion of a topic that you know well and that can be given within the allotted time.

Evaluator Comment Sheet

_____   _____
                    Presenter   **Time**

First presentation

    This presentation is an "Information presentation". The emphasis of this presentation is on platform skills and communication. Instructor evaluations will concentrate on these areas. Presentations will be limited to a maximum of 7 minutes. Warning will be given at 5 and 6 minutes.

Introduction

Introduced self (Name, work, home) _____

Subject title and interest in it _____

Presentation (How long, visuals & class participation) _____

_____

Presentation

Voice

Pitch _____

Pace _____

Volume _____

Inflection & monotone _____

Vitality

Eye contact _____

Rapport _____

Facial animation _____

Interaction with group _____

Enthusiasm _____

Vocabulary

Fillers (ah, er, and, uh) _____

Sentence openers (OK, now, alright, so) _____

Expressing doubt (I hope, I will try, I wish to) _____

Indefinites (stuff, things like that) _____

Movement

Gestures _____

Activity (pacing, stance, etc.) _____

Closing

Review _____

Closing statement _____

Evaluator Comments:

Evaluator Comment Sheet

Second presentation   **Presenter**   **Time**

> This presentation is a "Training presentation". The emphasis is on objectives, visual aids, and interaction. The presentation should have at least one of each. Evaluations will concentrate on these areas. Presentations will be limited to 12 minutes. Warnings will be given at 10 and 11 minutes.

Introduction

Introduced self (Name, work, home) ―――――――――――――
Subject title and interest in it ―――――――――――――――
Presentation (How long, visuals & class participation) ―――――――
―――――――――――――――――――――――――――――――

Purpose/ Objectives

Clearly stated? ＿＿＿＿ Measurable? ＿＿＿＿ Attainable? ＿＿＿＿
Comments: ―――――――――――――――――――――――――
―――――――――――――――――――――――――――――――

Presentation

Voice
Pitch ―――――― Pace ―――――― Volume ――――――
Inflection & monotone ――――――――――――――――――

Vitality
Eye contact ―――――― Rapport ――――――――――――
Facial animation ―――――― Enthusiasm ――――――――

Vocabulary
Fillers (ah, er, and, uh) ―――――――――――――――――
Sentence openers (OK now, alright, so) ―――――――――――
Expressing doubt (I hope, I will try, I wish to) ――――――――
Indefinites (stuff, things like that) ―――――――――――――

Movement
Gestures ――――――――――――――――――――――――
Activity (pacing, stance, etc.) ――――――――――――――

Interaction with group

Asked questions ―――――― Gave Feedback ――――――――
―――――――――――――――――――――――――――――――

Content

Knowledge of subject? ――――――――――――――――――
Interesting presentation? ――――――――――――――――――
Main points illustrated and clarified? ―――――――――――――
Logical sequence of organisation? ―――――――――――――

Visual aids

Adequate and appropriate? ――――――――――――――――
Compliment or supplement material? ――――――――――――

Closing

Review ―――――――――――――――――――――――――――
Closing statement ――――――――――――――――――――

Evaluator Comments:

Evaluator Comment Sheet

_____   _____
Group   **Time**

Third presentation

This is a group presentation. The subject is up to the group. The emphasis is on organisation and flow of training, interaction and evaluation of objectives. All group members may not be presenters. A coordinator should be selected. Someone may be used to create visual aids, etc. The training should flow smoothly from objectives thru testing with coordination between each instructor. The training should include interactive lecture and some form of demonstration/practise. Maximum presentation time is 50 minutes.

Introduction
Group members_____
Subject _____
Presentation (Time, AV & Participtation)_____
_____

Purpose/ Objectives
Clearly stated? _____
Measurable?_____
Attainable?_____

Content/ Presentation
Knowledge of subject? _____
Interesting presentation?_____
Main points illustrated and clarified?_____
Logical sequence of organisation?_____
Continuity of presentations? _____

Interaction
Questions and feedback? _____

Visual aids
Adequate and appropriate? _____
Compliment or supplement material? _____

Evaluation
Was there an evaluation? _____
Evaluation of objectives?_____

Closing
Review?_____
Closing statement?_____

Evaluator Comments:

PRE-WORK QUESTIONAIRE

*The answers to the following questions are found in the text you have read on **Objectives**. Please answer the questionaire and return it to the course co-ordinator before the course begins.*

1. Define the following concepts

Objective: _____

Behavour: _____

Resultant behaviour: _____

Norm: _____

Accepted level of standard: _____

2. List the three components of an objective.

_____

_____

_____

3. What is a well thought out and written objective? _____

_____

4. List eight verbs that express observable actions.

_____	_____
_____	_____
_____	_____
_____	_____

5. Why are objectives important to the participant?

_____

_____

_____

6. Why are objectives important to the instructor?

_____

_____

_____

7. What is there about giving a presentation that frightens/worries you the most?

_____

_____

8. What visual aids do you use the most when you make presentations?

_____

_____

9. What audio-visual equipment are you familiar with?

_____

_____

10. What equipment do you have difficulty with or would like to learn more about?

_____

_____

11. What specific skills would you most like to develop from this course?

_____

_____

12. What types of presentations and training have you been giving or will you be giving?

_____

_____

13. Other comments.

_____

_____

Name _____

PLEASE BRING THE QUESTIONAIRE WITH YOU TO THE COURSE